SY19-20 Assessment Strategy

Presentation to the Teaching and Learning Committee
August 6, 2019

Dr. Sonja Brookins Santelises
Chief Executive Officer, Baltimore City Public Schools

Theresa Jones,
Chief Achievement and Accountability Officer

John Davis,
Chief of Schools and Interim Chief Academic Officer
Assessment refers to a wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students.

### Assessment types

<table>
<thead>
<tr>
<th>Diagnostic</th>
<th>Formative</th>
<th>Interim</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretests that helps tell how much pre-loaded information a student has about a topic.</td>
<td>Assessment FOR learning Collect detailed information to improve instructional techniques and student learning WHILE it’s happening</td>
<td>Periodic assessment to know where students are in their learning; administered separate from the process of instructing</td>
<td>Assessment OF Learning Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period</td>
</tr>
</tbody>
</table>

### Assessment measurement

- **Student learning growth**: gauging student progress towards long-term mastery goals
- **Student learning mastery**: measures attainment of standards

Source: www.edglossary.org
Building Blocks of Assessment Strategy

- Instructional Decisions
- Interventions for Students
- Identification of Students
- Other District Uses

Accountability
- Federal
- State
Working Theory of Action

If students:

• Have access to high quality grade-level content
• Complete assessments that identify what they know and need to know to be on track for college and career readiness

Then teachers can use the assessment data to:

• Build routines and structures allowing for the adjustment of instructional delivery of grade-level content
• Ensure timely and appropriate interventions to support students in accessing grade-level content
• Communicate with students and families about student progress
• Develop plans of action for ensuring students are learning and thriving

Then school and district leaders will have data:

• To inform professional learning for teachers and school leaders based on identified areas for improvement across the district
• To inform school and district in allocating resources and supports to better support staff, students, and families
# SY 18-19 District Assessment Strategy

<table>
<thead>
<tr>
<th></th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Mandated</strong></td>
<td>KRA</td>
<td>• PARCC</td>
<td>• PARCC</td>
<td>• PARCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MISA (grade 5)</td>
<td>• MISA (grade 8)</td>
<td>• MISA (grade 10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MSAA</td>
<td>• MSAA</td>
<td>• Government HSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ALT-MISA</td>
<td>• ALT-MISA</td>
<td>• MSAA</td>
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<td></td>
<td></td>
<td>• ALT-MISA</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• SAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• ACCUPLACER Placement</td>
</tr>
<tr>
<td><strong>District Mandated</strong></td>
<td></td>
<td>• Amplify-DIBELS/</td>
<td>• i-Ready</td>
<td>• i-Ready (9-11)</td>
</tr>
<tr>
<td>ELA</td>
<td></td>
<td>TRC</td>
<td>• Wit &amp; Wisdom New</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Reads and end of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>module</td>
<td></td>
</tr>
<tr>
<td><strong>District Mandated</strong></td>
<td>i-Ready (grade 1 and 2)</td>
<td>• i-Ready</td>
<td>• i-Ready</td>
<td>• i-Ready (9-11)</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>• ANet</td>
<td>• ANet</td>
<td>• ANet (Alg I, II, Geom)</td>
</tr>
<tr>
<td><strong>District Mandated</strong></td>
<td>NNAT-3 (K)</td>
<td></td>
<td>Interims (fully implemented in SY20-21)</td>
<td>Interims (fully implemented in SY19-20)</td>
</tr>
<tr>
<td>(non-ELA/Math)</td>
<td></td>
<td></td>
<td>Social Studies/Science</td>
<td>Social Studies/Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>World Language</td>
<td>World Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fine Arts</td>
<td>Fine Arts</td>
</tr>
<tr>
<td><strong>W-APT; ACCESS for ELLs 2.0, NNAT-3, CogAT (various grades)</strong></td>
<td></td>
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</tr>
</tbody>
</table>
A look back at what was presented to the Board of Commissioners in August 2018

<table>
<thead>
<tr>
<th>Measure</th>
<th>SY 18-19</th>
<th>SY 19-20</th>
<th>SY 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>• Math – ANet</td>
<td>• Math – ANet</td>
<td>• Math – ANet</td>
</tr>
<tr>
<td></td>
<td>• ELA – Interim assessment added in 2nd quarter*</td>
<td>• ELA – Interim assessment</td>
<td>• ELA – Interim assessment</td>
</tr>
<tr>
<td></td>
<td>• Other subjects - mid-terms and finals</td>
<td>• Other Subjects – High school interims implemented for all subjects.</td>
<td>• Other Subjects – All high school and middle school subjects use interims</td>
</tr>
<tr>
<td>Growth</td>
<td>i-Ready** BOY window required. All other windows optional.</td>
<td>i-Ready** optional for all schools while district evaluates usage and needs</td>
<td>Implement district-wide diagnostic/intervention assessment</td>
</tr>
</tbody>
</table>

*ELA interim assessment not selected.
**i-Ready data used for CEIS grant, SIG IV schools, and choice for students without PARCC scores
### Summary of Changes for SY 19-20

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Change in SY 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Interims</td>
<td>No change</td>
</tr>
<tr>
<td>ELA Interims</td>
<td>No assessment implemented. Continue with usage of embedded Wit &amp; Wisdom assessments and explore options for SY 20-21.</td>
</tr>
<tr>
<td>i-Ready</td>
<td>Maintain same requirement as last year</td>
</tr>
<tr>
<td>High School Adjustments</td>
<td>Complete transition to interim assessments for all grade levels</td>
</tr>
<tr>
<td>Curriculum –Embedded Writing</td>
<td>No change - Utilize module tasks for K-8 and continue with LDCs for 9-12</td>
</tr>
<tr>
<td>ACCUPLACER</td>
<td>Not administered. Replaced with BCCC agreement for use of final exams.</td>
</tr>
</tbody>
</table>
# SY 19-20 Assessment Strategy

<table>
<thead>
<tr>
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<th>6-8</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td>State Mandated</td>
<td>KRA</td>
<td>MCAP ELA &amp; Math MISA (grade 5)</td>
<td>MCAP ELA &amp; Math MISA (grade 8)</td>
<td>MCAP ELA &amp; Math MISA (grade 10) Government HSA</td>
</tr>
<tr>
<td>District Mandated ELA</td>
<td>Amplify- DIBELS/TRC</td>
<td>Amplify (gr. 3) W&amp;W EOM i-Ready BOY</td>
<td>W&amp;W EOM i-Ready BOY</td>
<td>Instructional Guides</td>
</tr>
<tr>
<td>District Mandated Math</td>
<td>ANet i-Ready BOY (gr 1 and 2)</td>
<td>ANet i-Ready BOY</td>
<td>ANet i-Ready BOY</td>
<td>ANet i-Ready BOY</td>
</tr>
<tr>
<td>District Mandated (non-ELA/Math)</td>
<td>NNAT-3 (K)</td>
<td>Interims (fully implemented in SY20-21) Social Studies /IQWST World Language Fine Arts</td>
<td>Interims (fully implemented in SY19-20) Social Studies/Science World Language Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

*W-APT; ACCESS for ELLs 2.0, NNAT-3, CogAT (various grades)*
## SY 19-20 Projected Testing Time for Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Hours</th>
<th>Percent of Total Hours</th>
<th>State Mandated Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>State Mandated</td>
<td>District Mandated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>3.17</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>1</td>
<td>6.33</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>6.33</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>14.67</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>4</td>
<td>14.33</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>5</td>
<td>17.00</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>6</td>
<td>14.33</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>7</td>
<td>14.33</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>8</td>
<td>19.67</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>9</td>
<td>22.67</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>10*</td>
<td>30.00</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>11</td>
<td>20.00</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>10.00</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Exceeds state maximums and requires agreement with the BTU
## SY19-20 District Assessment Strategy
### Three Year Plan

<table>
<thead>
<tr>
<th>Measure</th>
<th>SY 19-20</th>
<th>SY 20-21</th>
<th>SY 21-22</th>
</tr>
</thead>
</table>
| Mastery  | • Math – ANet  
• Other Subjects – High school interims implemented for all subjects. | • Math – ANet  
• ELA – Interim Assessment  
• Other Subjects – All high school and middle school subjects use interims | • Math – ANet  
• ELA – Interim assessment  
• Other Subjects – All high school and middle school subjects use interims |
| Growth   | i-Ready* BOY window required. All other windows optional. | i-Ready* BOY window required. All other windows optional. | i-Ready* BOY window required. All other windows optional.  
Implementation of district-wide intervention strategies |

*i-Ready data used for SIG IV schools, and choice for students without PARCC scores
Next Steps

• Continue to work with the State with the MCAP transition
• Review implementation of Wit & Wisdom end of modules after quarter 1
  • Focus groups with principals and teachers
  • Deep dive into data
• Work with school leaders, teachers, and families to identify and formalize district-wide intervention strategies
Comments or Questions?

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Knolan@bcps.k12.md.us
### Assessment Glossary: Interim and Common Formative Assessments

<table>
<thead>
<tr>
<th>Assessment Type and Grade Levels</th>
<th>Description and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Learning Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>PK</td>
<td>• Provided by MSDE</td>
</tr>
<tr>
<td></td>
<td>• Administered 3 times a year at BOY, MOY, EOY</td>
</tr>
<tr>
<td></td>
<td>• It is designed to be used in the natural classroom environment multiple times throughout the school year and to equip teachers with tools to track individual children’s growth, individualize learning opportunities, plan for intervention, engage in real-time instructional planning, and ensure that all children are on the path for kindergarten readiness and beyond.</td>
</tr>
<tr>
<td><strong>Reading 3D</strong></td>
<td></td>
</tr>
<tr>
<td>K - 3rd grade</td>
<td>• Transitioning to DIBELS 8 this year which provides increased consistency in subtests across grades while reducing testing time by utilizing an adaptive assessment structure</td>
</tr>
<tr>
<td></td>
<td>• Reading 3D provided by Amplify, includes DIBELS and TRC measures</td>
</tr>
<tr>
<td></td>
<td>• Administered 3 times a year – BOY, MOY, EOY – with progress monitoring available and recommended</td>
</tr>
<tr>
<td></td>
<td>• Track and monitor foundational reading skills, inform targeted instruction</td>
</tr>
<tr>
<td></td>
<td>• 3rd grade assessment optional for students that were far below grade level in DIBELS and/or TRC at EOY, 2nd grade</td>
</tr>
<tr>
<td><strong>Math Interim Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>• Produced in-house by Early Learning Programs</td>
</tr>
<tr>
<td></td>
<td>• Administered 2 times a year at Middle and End of Year</td>
</tr>
<tr>
<td></td>
<td>• Based on MCCRS and used for instructional decisions at the classroom, school and district level</td>
</tr>
</tbody>
</table>
## Assessment Glossary: Interim and Common Formatives

<table>
<thead>
<tr>
<th>Assessment Type and Grade Levels</th>
<th>Description and Purpose</th>
</tr>
</thead>
</table>
| **i-Ready Assessment** 1 – 11th grade | • i-Ready provided by Curriculum Associates  
• Computer-based and adaptive  
• Administered 1-3 times a year with progress monitoring available  
• Track and monitor standards-based reading and math growth, inform targeted instruction  
• 1-2 assessed on math only, Grades 3-11 assessed on reading and math  
• *Also used for summative purposes as a growth measure, and as a Universal Screener for MTSS*
|
| **Math Interim Assessment** 1 – 11th grade | • Interim assessments provided by ANet  
• Administered 4 times a year, across quarterly transitions  
• Aligned to Eureka Math curriculum  
• Measures standards mastery for instructional decision making at the classroom, school and district level |
### Assessment Type and Grade Levels

<table>
<thead>
<tr>
<th>Assessment Type and Grade Levels</th>
<th>Description and Purpose</th>
</tr>
</thead>
</table>
| **Naglieri Non-Verbal Ability Test (NNAT-3)**  Kindergarten | • The NNAT-3 provides a nonverbal, measure of general ability  
• Evaluates ability for students from diverse populations who may use different languages or come from different cultures  
• Used to identify gifted and talented students |
| **W-APT***  Various grades | • Provided by the WIDA organization  
• Administered once a year for placement purposes  
• Used to determine English proficiency levels for ESOL students, to assist schools in scheduling ESOL classes, and to inform professional development for teachers |

*MSDE REQUIRED*
# Assessment Glossary: Summative

<table>
<thead>
<tr>
<th>Assessment Type and Grade Levels</th>
<th>Description and Purpose</th>
</tr>
</thead>
</table>
| **Kindergarten Readiness Assessment** *(KRA)*  
Kindergarten | • Allows teachers to measure each child’s school readiness across multiple domains including Social Foundations, Math, Science, Social Studies, Language and Literacy, Physical Well-being and Motor Development, and Fine Arts |
| **Maryland Integrated Science Assessment** *(MISA/HS MISA)*  
5th and 8th grades | • MISA is required to measure progress on the Next Generation Science Standards  
• In SY 19-20 and beyond, the HS MISA will be associated with students who are enrolled in their 3rd science course (e.g.: 11th grade Physics in traditional schools) |
| **Government High School Assessment** *(HSA)*  
9th -12th grades | • The Government HSA is required to measure standards in this curricular area |
| **MCAP Math and ELA**  
3rd - 12th grade | • Provided by the state  
• A summative assessment of math and ELA given annually, results of the MCAP Assessment informs families and teachers about how students are progressing along the continuum of standards preparing them for college and career |

*MSDE REQUIRED*
## Assessment Glossary: Summative

<table>
<thead>
<tr>
<th>Assessment Type and Grade Levels</th>
<th>Description and Purpose</th>
</tr>
</thead>
</table>
| **ACCESS for ELLs/ELPA** *       | • Provided by the WIDA organization, rebranded as ELPA  
• Given annually in order to monitor students’ progress in acquiring academic English |
| Various grades                   |                          |
| **Alt-MISA** * (Science) 5, 8, and 11th grades | • Eligibility determined by students’ IEP requirements  
• Measures student achievement in science; aligned to Next Generation Science Standards |
| **Multi-State Alternate Assessment/MSAA** * 3-8, and 11th grades | • Reading and Math online assessment ensures students leave school ready for post-secondary options |

*MSDE REQUIRED*
<table>
<thead>
<tr>
<th>Assessment Type and Grade Levels</th>
<th>Description and Purpose</th>
</tr>
</thead>
</table>
| **AP Exams** Various grades     | • Optional college readiness assessments created and administered by College Board  
• These assessments determine whether students have earned college-credits or advanced placement status for course work that they have completed in high-school. |
| **PSATs/NMSQT** 9th, 10th, 11th grade | • College readiness assessments created and administered by College Board, participation expected as 10th grade assessment offered free to all secondary schools  
• This assessment checks progress toward college and career readiness |
| **SAT** 11th and 12th grade       | • College readiness assessments created and administered by College Board  
• These assessments are designed to assess college readiness and provide pathways to college acceptance and various kinds of financial assistance  
• SAT “School Day” administration is offered to all students in 11th grade at no cost |
<table>
<thead>
<tr>
<th>Grade</th>
<th>SY 17-18</th>
<th>SY 18-19</th>
<th>SY 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>0.25%</td>
<td>0.29%</td>
<td>0.29%</td>
</tr>
<tr>
<td>1</td>
<td>0.73%</td>
<td>0.59%</td>
<td>0.59%</td>
</tr>
<tr>
<td>2</td>
<td>0.73%</td>
<td>0.59%</td>
<td>0.59%</td>
</tr>
<tr>
<td>3</td>
<td>1.69%</td>
<td>1.37%</td>
<td>1.36%</td>
</tr>
<tr>
<td>4</td>
<td>1.71%</td>
<td>1.44%</td>
<td>1.33%</td>
</tr>
<tr>
<td>5</td>
<td>2.08%</td>
<td>1.81%</td>
<td>1.57%</td>
</tr>
<tr>
<td>6</td>
<td>1.77%</td>
<td>1.44%</td>
<td>1.33%</td>
</tr>
<tr>
<td>7</td>
<td>1.77%</td>
<td>1.44%</td>
<td>1.33%</td>
</tr>
<tr>
<td>8</td>
<td>2.15%</td>
<td>1.81%</td>
<td>1.82%</td>
</tr>
<tr>
<td>9</td>
<td>1.90%</td>
<td>1.90%</td>
<td>2.10%</td>
</tr>
<tr>
<td>10</td>
<td>2.36%</td>
<td>2.52%</td>
<td>2.78%</td>
</tr>
<tr>
<td>11</td>
<td>2.38%</td>
<td>1.48%</td>
<td>1.85%</td>
</tr>
<tr>
<td>12</td>
<td>.81%</td>
<td>0.90%</td>
<td>0.93%</td>
</tr>
</tbody>
</table>
Board of School Commissioners
Linda Chinnia, Chair
Johnette A. Richardson, Vice-Chair
Dr. Muriel Berkeley
Dr. Michelle Harris Bondima
Cheryl Casciani
Andrew “Andy” Frank
Dr. Martha James-Hassan
Ronald S. McFadden
Vernon A. Reid
Joshua Lynn, Student Commissioner
Christian Gant, Esq., Board Executive Officer

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Alison Perkins-Cohen, Chief of Staff
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John L. Davis, Jr., Chief of Schools
Jeremy Grant-Skinner, Chief Human Capital Officer
Tina Hike-Hubbard, Chief Communications and Community Engagement Officer
Theresa Jones, Chief Achievement and Accountability Officer
Tammy L. Turner, Esq., Chief Legal Officer
John Walker, Interim Chief Financial Officer
Dr. Lynette Washington, Chief Operating Officer